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ABSTRACT

An outline of the French curriculum used in the Radford, Virginia schools is presented. It consists of outlines of the major and supplementary materials and linguistic content used in each year of the four-year Foreign Language in the Elementary School (FLES) program. A brief introductory section describes the program's origins and instructional approach. (MSE)

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GETTING STARTED with French or Spanish in the Elementary School: CURRICULUM FOR FRENCH, GRADES 4-7, FLES APPROACH

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Perhaps the most difficult part of developing a FLES [Foreign Language in the Elementary School] program for elementary students is the curriculum development. Unlike other areas of the curriculum, the resources for early foreign language programs are minimal. The obvious disadvantage to the school district is that it will spend hours of research in planning a program which is comprehensive and cost effective. The greater advantage to having few "canned" programs is that each district must develop a language program which meets the needs of its students and reflects the goals of the school-community. A FLES program, unlike math and reading programs, cannot become dependent on a textbook series. The FLES teacher may find a textbook which can be used, but the teacher will rely on her own resources in organizing and deliverying a comprehensive program.

My school division began a FLES program in 1984. We spent three years developing and piloting FLES and are now satisfied that we have a strong program in French and Spanish. All students in grades 4-6 take one of the languages for three years. When students move to middle school (grade 7), they have the option of continuing the FLES approach. At eighth grade, students may begin their sequence of language courses for high school credit.

We were fortunate to have adequate financial resources to purchase all of the materials the teachers wanted. The teachers visited the well established FLES program in Lexington, Massachusets, corresponded with FLES teachers, and studied published curriculum materials. After determining the goals of the program and the instructional methodology to be used, the teachers began writing their objectives and activities.

The FLES program in Radford uses a modified TPR [Total Physical Response] approach. The teachers emphasize listening and speaking skills throughout the program. Writing activities are used sparingly during the first two years of the program. Reading and writing become important during the third year of the program. The fourth year of the program is optional. For those students who continue the language in the fourth year, a FLES approach is used, but attention is placed on the skills of grammar which will be useful in traditional language classes.

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Following is an outline of the French FLES curriculum. While this material does not give objectives, classroom activities, or methods of assessment, the curriculum outline does present an overview of the material covered during each year of study.

French in the Elementary Classroom

1st Year Program - Grade 4

MAJOR MATERIALS

Promenades 1, Addison-Wesley Publishers

Components

A. *Student Book - 13 sequential units with emphasis upon development of communicative competence. Appealing cartoon format.*

B. *Student Workbook - parallels students book. For reinforcement and evaluation of the four receptive and productive skills. Includes activities for pairwork.*

C. *Tape Program - includes dialogues, reading exercises, aural discrimination, comprehension exercises, and songs related to the vocabulary and structures of each unit.*

D. *Visuals - flashcards related to the vocabulary.*

The Learnables, International Linguistics Corporation

An audio-visual course which teaches comprehension of over 1500 words and elementary grammatical structures. Book 1 features 1000 sentences, each correlated with a picture.

L'Enseignement Par le Mouvement, Sky Oaks Productions, Inc.

A basic TPR [Total Physical Response] manual

Baseball - A teacher produced game

This game features a set of teacher-made cards with questions and commands (four levels of difficulty) and a large baseball diamond on posterboard. The easiest level question, if answered correctly by the student, puts the student on first base. The hardest question merits a home run. The purpose of the game is to

reinforce learned structures and vocabulary. A very popular activity, this game is played once every two weeks.
iDEA COURTESY OF LEXINGTON, MA SCHOOL SYSTEM

SUPPLEMENTARY MATERIALS

Games: Lotto, Concentration, Cards, Charts

Ditto Books	*Realia*
Puppets	*Weather/Date Board*
Filmstrips	*Recordings*

ADDITIONAL CURRICULUM

Learnables, Book 1

Action Comprehension (TPR)

An intensive program of listening comprehension which involves responding to commands. This is used to introduce students to the new language. After four or five weeks, the students begin to be comfortable hearing French, so other materials are introduced. TPR is continued throughout the year.

Vocabulary Units

clothing
days of the week
eating utensils
animals
body parts
alphabet
Christmas vocabulary

Culture

The study of French and Francophone culture is provided through the following activities:

map dittos

filmstrips: French life, regions of France, French-speaking countries, fairy tales in French, holiday customs and traditions in France

music: *songs in French and from French-speaking countries, including holiday songs*

games

Linguistic Content of <u>Promenades 1</u> *(1st year program)*

A. *What's your name? My name is ...*
What's his name, her name? His name is ... Her name is ...
Greetings
Titles of people
Yes, no

B. *What is this? This is ...*
These are some...
Vocabulary: classroom items

C. *How are you? I'm fine, very fine, so-so, not so good.*
And you?
Who is it? It is ...

D. *Negative sentences*
There is ...
Vocabulary: buildings such as bank, school, house, theatre

E. *Genders, definite articles*
de (of)
Vocabulary: family members

F. *Numbers 0 - 10*
Adding and subtracting numbers
How old are you? I'm ___years old.
How old is he/she? He/She is ___years old.
Here is ...

G. *Third person singular of verb to be (être)*
Negative
Adjectives (unchanging form)

H. *First person singular of verb to be*
Second person singular of verb to be
Negative
Adjectives (changing forms according to gender of the noun)

I. *Where?*
Prepositions of location

J. *Colors*
Third person plural of the verb to be
Agreement of adjectives
Word order of adjectives
Vocabulary: transportation

K *Weather terms*
Months of the year
en (in)

2nd Year Program - Grade 5

MAJOR MATERIALS

Promenades 2, Addison-Wesley Publishers

Components: Same as Promenades 1

L'Enseignement Par le Mouvement, Sky Oaks Productions, Inc.

Baseball - More advanced questions added

SUPPLEMENTARY MATERIALS

Same as first year program

ADDITIONAL CURRICULUM

Simple plays

Videotapes focusing on French culture

Supplemental reading books

Student reports on various aspects of French geography, history, and culture

***Linguistic Content of Promenades 2** (2nd year program)*

A *Verb aimer (to like)*
First, second, third person singular of verb
Est-ce que? interrogative form
Vocabulary: sports

B. *Verb porter (to wear)*
First, second, third person singular of verb
Negative
Qu'est-ce que? (what)
Vocabulary: clothing

C. *Dates*
Numbers 1 - 31
Days of the Week
Months of the year
Premier (first)
Vocabulary: related to numbers and dates

D. *Pronouns associated with animals*
Use of adjectives
Vocabulary: animals

E. *Third person plural of the verb to be (être)*
New adjectives
Negative with new verb forms

F. *First person plural of verb to be (être)*
Second person plural of verb to be (être)
Vocabulary: professions and occupations

G. *First, second, third person singular of verb to have (avoir)*
Negative including use of de (Il n'a pas de _____)
Vocabulary: equipment

H. *First, second, third person plural of verb to have (avoir)*
Negative
Use of n'est-ce pas
Aussi
Hier, aujourd'hui, demain (yesterday, today, tomorrow)
Vocabulary: music

I. *First, second, third person signular of verb to look at (regarder)*
y (Il y a, Il n'y a pas de)

J. *Pourquoi and parce que (why and because)*
Various idiomatic expressions

K. *Telephone courtesy*
Verb to live (habiter) in all forms present tense
Vocabulary: place names and city terms

3rd Year Program - Grade 6

MAJOR MATERIALS

Horizons 1 -- Addison-Wesley Publishers

Components

A. *Student Book - 8 sequential units with more reading than Promenades 1 and 2. Inclusion of culture section in each unit.*

B. *Student Workbook - parallels student book, designed for reinforcement and evaluation.*

C. *Tape Program - includes opening presentations, pattern drills, aural discrimination lessons, aural comprehension activities, and songs.*

D. *Visuals - flashcards integrated with activities in each unit.*

Baseball

SUPPLEMENTARY MATERIALS

Tactics : face à face - conversational activities for pair work

Videotapes

Games

***Linguistic Content of Horizons 1** (3rd year program)*

Unit 1

How to ask questions using combien
Colors (additional)
Numbers 31-50
Abbreviations
Classroom vocabulary

Unit 2

Plural forms of regular verbs
Household vocabulary

Unit 3

Question words
Sports vocabulary
Numbers 51-69

Unit 4

The preposition de
Time vocabulary

Unit 5

Possessive adjectives (singular)
Recreational vocabulary

Unit 6

Possessive adjectives (plural)
Numbers 70-199
Transportation Vocabulary

Unit 7

More verb study
The irregular verb faire (to do or make)
School subject vocabulary

Unit 8

The partitive article (de) in all its forms
Food vocabulary

3rd Year Program - Grade 7

(AT THE TIME THIS PAPER IS BEING WRITTEN, THE ONLY STUDENTS WHO HAVE COMPLETED THE 7TH GRADE PROGRAM WERE IN THEIR THIRD YEAR OF STUDY. FOLLOWING THE 87-88 YEAR, THE SCHOOL DIVISION WILL HAVE THE PROGRAM FOR THE FOURTH YEAR OF STUDY AT GRADE 7.)

MAJOR MATERIALS

Vive le Français 2, Addison-Wesley Publishers

Components

A. *Student Book - organized into three units, each with several sequential lessons. Each lesson allows for presentation, practice, and performance of new material.*

B. *Student Workbook - An integral part of the program, this activity book provides for lesson-by-lesson development of listening comprehension, writing skills, phonics, and verification of progress.*

C. *Tape Program - presentations from each lesson in the student's text, oral/aural pattern drills, auditory discrimination and listening comprehension exercises, mini-dialogues, and reading selections.*

D. *Visuals - picture cards to assist the teacher in introducing new material.*

SUPPLEMENTARY MATERIALS

Tactics : face à face - provides opportunities for pair work in meaningful conversation

Supplementary reading books

Videotapes

French Movies

ADDITIONAL CURRICULUM

Art projects relating to units in basic text

1. *Food chart*
2. *House plan*
3. *Imaginary city*
4. *Cartoons*

Conversational activities

1. *Restaurant scene*
2. *Building a "Dagwood Sandwich"*
3. *Going on a trip*

French folk dancing

Linguistic Content of Vive le Français 2

Unit 1

How to use il y a (there is, there are)
How to express the idea of some
Meals and foods
Avoir faim, avoir soif (to be hungry, to be thirsty)
Numbers 32-69
How to express the negative with avoir or with il y a
Rooms of a house
How to tell what people are doing and what you're doing
The verb parler (to speak, talk) and similar verbs

Unit 2

How to use verb aire (to do, to make)
Possessive adjectives
How to ask what people are doing
School subjects
Family members
Numbers 70-100

Unit 3

How to use the preposition a with a noun
How to use à with certain verbs
The verb aller (to do)
How to ask where someone is going
How to say where you are going

Vocabulary introduced in Vive le Français 2

Nouns

l'argent
un biscuit
un canal
le déjeuner
le diner
un frigo
un garçon
un gouter
le hockey
le petit déjeuner
un repas
un salon
un verre
une bouteille
une chambre à coucher
une cuisine
une douche
une pomme de terre
une salle à manger
une salle de bains
une table
l'anglais
un anniversaire
un annonceur
un après-midi
un cadeau
les devoirs
un facteur
un gâteau
un jardin
un paquet
le temps
un voisin
une bougie
une emission
une liste
une minute
une personne
une solution
une voisine
un aëroport
un agent
un avion
un centre d'achats
un groupe
un magasin
un passager
des projets
un vol
un voyage
une adresse
une hôtesse
une place
les vacances
une ville

Verbs

aimer
chanter
écouter
parler
préparer
regarder
travailler
adorer
apporter
arriver
détester
étudier
faire
habiter
inviter
manger
marcher
nager
visiter
aller
donner
montrer
quitter
retourner
telephoner
trouver
voyager

Prepositions

après
avant
avec
contre
pour
par
à
à coté de
pendant

Expressions (including adjectives)

à la maison
à la télé
assez
bien
eh bien
i y a
quel appetit
tout de suite
aimable
beaucoup
bon anniversaire
bonne fête
en ville
faire de sport
merci de
moderne
pas de probleme
penible
pour moi
pour toi
sympathique
troujours
tout ça
à demain
à pied
comique
en taxi
ensemble
puis
souvent